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ABSTRACT

This scope-of-work continued the Work Again Project (Development and Implementation of a Center to Place Elders into Working Positions) by extending it into five surrounding communities in Southeastern Missouri. The project's six objectives were (1) to continue the original project by training and placing more older adults, (2) to continue the measurement of influence of working situations on elders' self-concepts, (3) to continue the education of the community to the general needs of elders, (4) to develop and implement Work Again Centers in five surrounding communities, (5) to establish the Centers as locally funded units, and (6) to develop and implement occupational training programs designed for elders. The project served 5,955 clients ranging in age from 55-93 years. (Appendixes include a description of project procedures, staff job descriptions, an organizational flow chart, a selected bibliography, and final budget figures.) (YLB)

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Final Report

Project #82-131/132-600-9 (120-120 A)

The Extension of the Work Again Project Into Five Communities in Southeast Missouri

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June 30, 1982

Missouri Department of Education
Research Coordinating Unit
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ABSTRACT

A. Description/Problem

Retirement often creates a complex stress situation for older people involving the psychological effect of not being useful anymore with the financial adjustments of less income and the physiological impact of "slowing down". The reaction to this stress in many cases is to withdraw and to become disengaged. The Development and Implementation of a Center to Place Elders into Working Positions (WORK AGAIN PROJECT) created, located and developed involvement opportunities for people age 85+. The involvement opportunities consisted of 1. paid employment, (part time regular, odd jobs), 2. volunteer work, 3. course work, 4. arts & crafts classes, and 5. social activities in the form of classes (square dancing). The term "work" became synonomous with involvement and was not limited to paid employment. Training and assessment components were developed and implemented in each of the five involvement categories.

B. Objectives

The objectives for this project were (a) to continue the Work Again, (b) to continue reasuring the influence of working situations on elder's self image, (c) to continue to educate the community, (d) to develop and implement the Project in five surrounding communities, (e) to attempt permanent establishment of centers, and (f) to develop and implement occupational training programs designed for elders.

C. Methods Used

A project office was established on the Southeast Missouri State University Campus (Eldercare Center). A staff of four people not including the Director were employed (3 aged 65+) to coordinate the four phases of the project: Phase I recruitment; Phase II training (assessment); Phase III placement; and Phase IV follow-up and evaluation. Each participant was processed through this scheme with the exception of some of the social participants (numbers were too large to efficiently process). Training programs, classes and/or workshops were developed around the needs and interests of the project participants to facilitate their involvement or work placement. The evaluation and assessment phases also involved the administration of the Tennessee Self Concept Test on a pre and post placement schedule.

D. Results and Implications

The project extended centers into six additional communities within an approximate fifty mile radius of Cape Girardeau (location of the main office). Five thousand nine hundred fifty-nine involvement contacts were made this year with one hundred thirty-eight job placements. Eighteen different training classes were offered with one hundred thirteen people participating. Ninety-nine elders were involved in self concept testing with males showing an average mean percentile increase (positive) in the self concept measure. The seventy year old group showed the least increase in self concept as a result of job placement.

E. Recommendation

Vocational education and continuing education should be very alert to opportunities to stimulate and revitalize elders, especially in ways which will facilitate their financial status. THE WORK AGAIN model is a simple systematic approach to a step-by-step involvement of elders into the community and an approach which lends itself to volunteer support and coordination within a community.

PROBLEM

The dilemma of the aged in our society has finally begun to unfold as a very complex, multi-dimensional array of problems. Often the dilemma is further complicated by one's retirement. Retirement in many cases marks the end of one's occupational endeavors and identity, a change in one's income and/or standard of living and a reorganization of one's self-image as to the value placed on existence. "The work role is of considerable importance to the identity of most older workers, regardless of the popularity of complaining about one's job. Whether or not work per se is critical for our sense of worth, many meaningful relationships do derive from our work situations over the course of our lifetime; loss of the work role also means loss of or change in many of these relationships and much of the structure of our lives " (Hendrick, 1977). Research has noted the dissatisfaction that often pervades the lives of men no longer necessary to economic production (Townsend, 1963, Havinghurst, 1969). Retirement from an occupation can be compared with the changes that occur in "retirement" from non-occupational situations such as volunteer, crafts, housework, yardwork, hobbies. Thus, all people in the 60-70 year bracket will go through some change and some reorganization. The amount and type of change naturally depends on the individual. Some elders have greater changes and adaptations to make than others.

The major adjustment of the lifestyle of elders in many cases causes withdrawal or the "flight response" and non-involvement becomes the pattern. A "job" is not a panacea for all the complex adjustment problems in elders. Volunteer work is not for everyone and some people aren't inclined toward social activity. The key word is not working, volunteering, or socializing, but rather INVOLVEMENT at some level and in some way. Involvement which calls for new skills or new understanding generally requires some kind of training. Contrary to popular thought, aging does not cause one's brain to malfunction, rather it functions in a modified manner utilizing experience in a different way to process information (Hendrick , 1977). Elders are receptive to and capable of learning. However, there seems to be a reluctance for elders to approach certain kinds of training ie: vocational schools, community college or universities. One has only to calculate the number of people age 60 and over enrolled in these programs. "In practical terms we must restructure the nature of formal education opportunities to allow for and encourage later participation if we value optimal well being for our elderly " (Hendrick, 1977).

The dilemma of the aged in our society is indeed complex. The answer, at least in part, must be in education. Retraining, especially of older people, must become a part of the educational focus for the future; the kinds of training and levels are limitless.

In order for a person to become marketable for employment purposes, he must possess marketable skills. If that person does not possess marketable skills appropriate for that day, time, community, etc. he must acquire them.....assessment and training.

Project Objectives

1. To continue the Work Again Project.

The Work Again Project during 1980-1981 established officer in Cape, Scott City and Jackson, Missouri (Southeast). The second year of operation continued on the same organizational framework previously established. The four phases of the operation are included in the appendix of this report. The project had several established categories of involvement in which job training and placement was the main focus. However, placements in volunteer positions, sponsored activities (crafts, swimming and dancing) social opportunities and educational opportunities were accomplished. A chart has been included with details the numbers of people involved in each of the categories by quarters. The numbers in many of the categories more than doubled from last year. The total involvements numbered two thousand eight hundred eighty-three and this year the total involvement figure was five thousand nine hundred fifty-nine. The total contacts for both years was eight thousand eight hundred fourty-two. The number of training classes was increased three times this year as compared to last and the testing for self concept about doubled. The second year of the Work Again Project has been very successful especially in light of the tight job market and the recession.

The central office is located at 317 S. Ellis, second floor, Eldercare Center, SEMO State University campus. The WORK AGAIN PROJECT was one among three programs sponsored by the University for older people. The staff consisted of five part time people averaging about 20 hours/week. The staff positions were composed of Director, Project Assistant, Recruitment Aide, Training Coordinator and a Placement Aide. Three of the five on staff are over the age of 64 years. The office served as a central base as much of the work for project occurred in the field. The office was open from 9 to 4, Monday through

WORK AGAIN PARTICIPATION BY QUARTERS

	Work Applicants	Interviews	1st & 2nd Test	Jobs Placed	Social	Sponsored Activities	Volunteer	Training	Total
1st Quarter	25	25	10/0	34	896	155	33	0	1119
2nd Quarter	51	51	36/7	23	1605	333	16	25	2030
3rd Quarter	25	25	21/0	30	900	41	16	169	1151
4th Quarter	25	25	12/20	51	890	35	26	683	1659
Total 1981-1982	126	126	79/27	138	4291	574	91	877	5959
CUM from July 1, 1980	248	248	138/41	242	6740	847	130	972	8842

WORK AGAIN PROJECT

July 1, 1982 - June 30, 1982

Job Applicant - Questionnaire Survey (N=126)

	Responses	Percentage
1. Education		
a. No high school	39	29%
b. Some high school	30	24%
c. Completed high school	40	30%
d. College or business school	14	10%
e. B.S. degree	7	5%
f. M.S. degree	3	2%
	126	
2. Race/Sex		
a. Negro	9	7%
1) Male	3	2%
2) Female	6	5%
b. Caucasian	117	93%
1) Male	38	30%
2) Female	79	63%
	126	
3. Ages Categories		
a. 55-69	104	82%
b. 70's	20	16%
c. 80's	2	2%
	126	
4. Handicaps	28	20%

Work Again Project

Job Placements and Volunteer Placements

Labor Category	
Plumber	6
Handyman	12
Newspaper	4
Carpenter	14
Painter	5
Grain Inspector	2
Electrician	5
Driver	2
Machinist	1

Business	
Supervisor	1
Public Relation	1
Sales Clerk	13
General	1
Bookkeeper	3
Sales	1
Coordinator	1
Placement Aide	1
Insurance	4
Typist	1
Medical-Nurse	1

House Skills	
Cleaning	8
Seamstress	1
Maid	1
Plant Care	1

Sitting	
Elder	11
Child	23
House	4

Educational	
Instructor's Aide	2
Course Instructors	1
Consumer Teachers	5

Other-Volunteer

Red Cross
Cancer Bank
Viva
Muscians

Friday. All interviews, assessments, and testing occurred in the office. Many of the training programs were accomplished at the center. Each of the job & volunteer applicants were interviewed and given the self concept test (TSC). The training decisions were then made by the applicant and the Training Coordinator or Placement Aide.

Placement was made as soon as a job and an applicant could be matched. The people interested in arts & crafts or social activities and programs, or education (non-occupational) were processed immediately without the assessment training phase being implemented. The crafts classes in some cases involved training of an informal nature. A series of training classes and workshops were developed to assist the "marketability" of the applicants in finding unusual non-traditional kinds of jobs such as house sitting, plant care in the home, or handyman jobs. Training occurred on several levels: on the job, workshop, mini course, vocational school semester courses and discussion sessions.

One placement in any area was accomplished a follow-up contact was made. The job satisfaction of the employee or applicant was assessed and recorded. If the position placement didn't work out, a change was made. Very few changes occurred in any placement.

A chart revealing the kinds of job placements has been included in the report.

2. <u>To continue measuring the influence of working situations on elder's self concept</u>.

The Tennessee Self Concept Scale (TSC) was used to assess the possible effects of job placement upon the self concept. Each applicant was to be given the test at the time of the initial interview or shortly after and then approximately 60 days after a placement was made. The tests were administered by the Training Coordinator and the Project Assistant at the Eldercare Center

in groups ranging from 1 to 5. Several applicants refused to take the test and two of those who did take the test were disqualified because the answers were all the same. The administration of the test was supervised very closely by the staff because the responses to the questions are not lined up in a logical manner. As a result ninty-nine people took the pre test with N=99 for the pre test. The post test was even more difficult to get the applicants to take than the first. Refusals were common and transportation or jobs made taking the test very inconvenient and as a result 23 people took the post test with one disqualification. As a result, we had N=23 for the post test. The research literature clearly indicates that the problems we encountered are very common problems in using tests with older people in general. The tests were compared in two ways, the percentage net difference (actual score differences) of the people taking the pre and the post tests and the comparison of the means difference of those taking the pre and post test. The comparison of the sex means difference for all 23 subjects showed a slight improvement. The TSC is scored according to percentiles. The scores indicate that there was a difference between the pre and the post and that difference indicates a positive incline of 4 percentiles. Also comparing the entire 99 subjects who took the pre test with 23 subjects who took the post test, a slight decrease was shown.

In comparing the three age groups of 50, 60, and 70 years very little difference occured on the self concept percentile of the pre test. The post tests, however, reveals a decrease in percentiles in measure of self concepts. Last years testing revealed about a +15.00% increase as compared to this years -13.83% decrease overall in age group comparison. The sex comparisons reveal males with the highest single category increase in the percentile. The sex comparisons revealed a +4.00 percentile increase from pre-to post testing. The results are mixed between a slight increase and a slight decrease depending

Tennessee Self Concept Test

Score Comparison By Sex

	*1 S_s Pretest	*2 S_s Pretest	S_s Post	*1 % Pre-Mean	*2 % Pre-Mean	% Post-Mean	*2 % Pre/Post Mean Difference
Males	30	5	5	57.8	44.4	54.4	+10.0
Females	69	18	18	67.32	67.9	61.9	- 6.0
Totals	99	23	23	-----	----	----	+ 4.0

*1 = took pretest only

*2 = those who took pre and post test

Tennessee Self Concept Test

Score Comparisons By Age Groups

	Age	N Pre1	N Pre2	N Post	% Means Pre1	% Means Pre2	% Means Post		% Pre-Post Mean Diff.	
	50	29	2	2	55.5	23.5	23.0		- .5	
	60	55	17	17	68.6	63.9	63.6		- .3	
	70	15	4	4	66.4	78.0	64.25		-13.75	
	Total	99	23	23	----	----	-----		-13.83	

Pre 1 = only first test

Pre 2 = those who took both tests

on the category. It still remains that the sampling is still very small and interpretation of this data must be done with caution.

3. To continue educating committees as to the general needs of elders.

The education phase was accomplished, in many cases, simultaneously with recruiting. The general education was coordinated with several media forms: TV, radio, newspapers, letters, brochures, fliers, and speeches.

Television Channel 12 (KFVS) allowed us to do 3/15 minute presentations on elderly needs and the project, with about 75 advertising spots for the project over a years time period. Seventeen speeches were delivered to civic groups, churches, senior citizens clubs, etc. Thirty-five radio presentation/interviews were taped concerning elders using 5 different radio stations. Approximately 80 articles concerning the project and the needs of elders appeared in four different newspapers. About 5000 brochures were distributed concerning the project and its objectives with about 500 fliers posted. Approximately 750 letters were mailed encouraging people in the community to help find positions for older persons. Two lectures were delivered at the University in different classes concerning the project and the needs and the abilities of elders.

The publicity for the project, it's goals, and objectives was phenomenal and especially striking as there was no money for publicity except for brochure printing. Cape, Jackson, and Scott City were most cooperative and very receptive to the project and to helping its older citizens.

Noteable among the communities contribution to the project were two significant figures on donated supplies and materials amounting to $3,950.00 and donated resources in the form of volunteer labor amounting to $6,100.00. Approximately $10,000.00 was donated by the various communities in support of the project.

4. To develop and implement Work Again Centers in five surrounding communities.

Currently the project is functioning in eleven communities Cape, Scott City, Jackson, Advance, Chaffee, Sikeston, East Prairie, Morely, Bertrand, Illmo, and Perryville. In each case facilities are donated and volunteer labor assist with communication. The main office is located in Cape. The main staff work out of the Cape office with trips to each of the sites when needed. Field representatives were set up in several locations to assist with placements and job development. Senior centers are the main source of donated office and phone space. An open house (monthly senior gathering with music and dancing) was established in each community for recruitment and communication needs. Each community was assessed as to the needs of the senior citizens and the available resources. As a result different communities are served differently by the project. All records and applications are filled in the main office.

5. To attempt permanent establishment of centers as locally funded units.

This is the only objective that has not been fully accomplished. To date no permanent funding source has been found in any community. The funding would be minimal with the part-time support of a Work Again Coordinator working out of senior centers facilities. All of the centers established so far could at this time function on their own. The contacts with the media and businesses [illegible] made. The appeal to the communities were positive and the reception from the communities enthusiastic. More work lies ahead on this objective. It's crucial that the work begun in these communities is allowed to continue.

6. To develop and implement occupational training programs designed for elders.

Eighteen training classes and workshops were implemented during the year in Cape and Sikeston, Missouri. The classes were taught in conjunction with the area vocational schools and the Eldercare Center in Cape. One hundred thirteen senior citizens enrolled in the classes. Fifty-one related positions were filled

Training Classes - Participant Profile

1981-1982

Training Classes	Participants	Sex M	Sex F	Age 60	Age 70	Age 80	Race Cauc.	Race Bl.	Number of Classes
1. Mother's Care	5	0	5	4	1	0	5		2
2. Plant Care	37	6	31	24	13	0	36	1	4
3. Elder Sitting	13	0	13	11	2	0	11	2	4
4. Demonstration Techniques	12	0	12	10	2	0	12		3
5. House Sitting	1		1	1			1		1
6. Small Appliance Repair	31	13	18	15	18		31	0	3
7. Food Prep.	14	0	14	9	5	0	14		1
Total	113	19	94	74	41	0	110	3	* 18
Cummulative Total from 1980	188	40	178	139	51	0	130	8	* 30

* averaged attendance per session = 6.3 people

by job placements. A Chart has been included showing the participant profile of those attending vocational training classes. The participants were primarily females, aged 50-69 years and caucasian. As a rule the participants tended to be better educated than the Work Again applicants who did not participate. The sessions averaged 6.3 people per session. All sessions were evaluated by the teachers and the Project training coordinator. The classes taught and the number of times taught are also included on the participant profile chart.

Other training programs included VIVA (widow support) training with 10 people completing and the consumer classes in which five retired senior citizens taught thirty-four different seminars to seven hundred fifty-four senior citizens. The consumer seminars were developed around Dr. Daugherty's Consumer Packets involving the topics of health care & medicare, estate planning and consumerism.

Sponsored activities in the project were composed of non-vocational classes. These classes were for the individual's benefit and not meant to develop per se marketable skills. These classes, however, had regular meeting times and qualified teachers. The classes were ceramics with about twenty people, advanced square dancing with ninety people, and swimming with about five people. Lectures and film presentations were also included in the sponsored activities with about one hundred fifty people involved.

Population and Sample

The subjects involved in the WORK AGAIN PROJECT totaled five thousand nine hundred fifty-nine. The subjects ranged in age from 55 years to 93 years. No person was refused help from the WORK AGAIN PROJECT during the year of operation. The project was open to any person living in Southeast Missouri in reasonably good health and age 55 or older. A Chart illustrating the population characteristics with the percentages has been included. Basically the sampling was composed primarily of caucasian females in the 55-70 age range. Twenty percent of the subjects were handicapped in some way.

The subjects interested in employment indicated job preferences for business, labor, home skills, sitting, arts and education in that order. They also preferred indoor, small groups and twenty hours or less employment per week. Transportation did not present a difficulty in finding a job and health was in the good to very good range. 47% had finished high school or more and 7 of which had college degrees. The socio-economic level involved the upper, lower, and middle class, primarily with the lower middle class more apparent.

WORK AGAIN PROJECT DEMOGRAPHIC PROFILE

Project Phases	Sex		Age			Race		Total
	M	F	50-69	70	80+	Cauc.	Black	
1. Job Applicant	35	91	104	20	2	117	9	126
2. Volunteers	26	65	66	24	1	90	1	91
3. Sponsored Activities	247	327	390	180	4	572	2	574
4. Social	1574	2717	1255	2446	590	4281	10	4291
5. All Training Programs	323	554	583	241	53	864	13	877
6. Job Placement	67	71	107	30	1	138	0	138
7. Testing	38	68	84	20	2	100	6	106
TOTALS	2205	3754	2398	2911	650	5924	35	5959

*Categories 1,2,3,4,5

Conclusions and Recommendations

Major Accomplishments of the Project were:

1. Elders were recruited, trained placed into working positions, and volunteer positions.
2. Elders were placed into educational settings including vocational school courses.
3. Mini vocational courses were developed, implemented, and revised.
4. Classes involving crafts, dancing, music, etc. were developed and taught.
5. The community was made much more aware of the needs and capabilities of elders especially through mass media TV/radio.
6. The community was involved in volunteering supplies and materials on behalf of elder programs.
7. The effect of job placement was measured by pre placement and post placement testing.
8. A central office was established for the community to utilize when needing the services of elders or elders needing involvement opportunities.
9. The largest regular scheduled programs for elders in Cape, Scott City, or Jackson, were established by the WORK AGAIN PROJECT with volunteered facilities from each community.
10. Cooperated in joint community programs such as VIVA, Health Day, and Riverfest.
11. Worked directly with communities services such as: Division of Family Services, Area Agency on Aging, Division of Aging, St. Francis Mental Health Center and Job Security and Employment.
12. Established on going programs in three senior citizens housing projects in Cape and Scott City.
13. Established the Work Again Project in eight additional communities.
14. More than doubled the involvement statistics from last year.

Conclusions derived from project programs and outreach were:

1. Older people are interested in getting involved in the community and willing to do it on a regular on-going basis.

2. New programs for older people within a community have to be well publicized both on a media and a personal level of which the personal level is by far the most responsive. New programs start out slowly, but grow fairly quickly (both educational and social kinds of programs).
3. Involvement has to be taken one step at a time - for example, social involvement, crafts classes, small workshops, mini courses, vocational classes.
4. Non-traditional kinds of job training prove to be an effective way to insert elders into a tight job market. Most elders wanting work are interested in 10 to 20 hours a week at about the minimum wage level three or four days a week.
5. Job placement for non-working elders seems to have a very positive influence on their self concept and there appears to be more of an influence on males than females.
6. Southeast Missouri is very receptive to the Work Again Concept.

Recommendations:

1. Vocational and continuing adult education is the important link for older people to remain active and involved, especially in light of the new finding in cognitive research with elders and retraining is the key to employment of older people.
2. The traditional young adult approach to vocational education is not the approach most effective for elders. New methods (not watered down) and non-traditional classrooms need to be developed and implemented for evaluation with the aged.
3. Very clearly, research on the effects of job placement, involvement levels, and education on the self image have not pinpointed in a very succinct way the <u>extent</u> to what meaningful involvement of non-involved elders influences the self and ultimately life satisfaction.
4. It is my opinion that in studying the life satisfaction component of aging, the most influencial-manipulatable variable is not personality, not income, not learning patterns, not housing, not social status....it's education. Not educational approaches as we are seeing now, but those approaches and methods

that are developed around the developmental needs and patterns of the aged.

5. The WORK AGAIN model is a viable approach to recruiting, training and placing elders within a community into working positions and can be duplicated with a minimum of staff and facilities. The model should be distributed and reported to as many communities as possible.
6. The project concept must be disseminated on a much larger level. Exposure in written form and presentation form will enhance the growth of this project.

Appendix

a. Procedures

b. Bibliography

c. Job Description

d. Organizational Flow Chart

e. Final Budget Figures

Procedures

The Procedures will be reported in three parts: the general organization of the project; the specific details of the testing procedures; and the training classes.

A. Project Organization

An organizational flow chart and job description are included for the project. The four phases of the project constitute a very simple flow pattern. A client is processed through each phase with detailed records kept along the way. A staff member was responsible for each of the phases and the Director and assistant worked in all areas. The hiring of the majority of the project staff involved the recruitment of active community elders. This project was greatly enhanced by the fact the majority of personnel were elders who knew the community well and were respected members of the community. Communications are essential to the effective management of this level of organizational scheme and cannot be taken for granted. The scheme proved viable and efficient in the processing of people from recruiting to placement evaluation. Each applicant was processed on an individual basis and the training sessions were conducted in small groups. Volunteers were utilized in all programs and in all the training. Approximately 91 people volunteered their services for training classes, workshop, or arts & crafts classes. Another twenty people volunteered their services to assist the project on it's programs throughout the year. Materials and facilities ranging about $10,000 were donated by businesses, the University, and community groups to assist with the project. Placement decisions were prioritized according to 1. skill, 2. need (financial), and 3. time in the project.

B. Self Concept Testing

The Tennessee Self Concept Scale was utilized to measure the pre-placement self concept and the post placement self concept. The hypothesis was that job or volunteer placement would have a positive effect on the self concept of the elders. The elders were tested during the initial interview at the WORK AGAIN

office in a room off the main office with a large table and comfortable chairs. A staff member was present throughout the test to assist or answer questions. Instructions were given and a practice was taken to insure that the elders knew how to respond (this is essential on the TSC with elders). The elders averaged 32 minutes taking the test. Then, after a satisfactory placement occurred, sixty days later the post test was given in the exact same manner as the first test. The average delay between pre and post test was about 3 months. The people taking the pre and post were then compared to see if the concept scores had changed in any way. The number of subjects taking the pre test was ninety-nine and the number of subjects taking the post was 3 with males totaling 21 and females 36. No feedback was given to the elders as to their scores and they were told this information would assist us in helping to locate the right kinds of jobs for them. (See the Score Comparison Charts: Age and Sex).

C. Training Classes

A series of classes and workshops and mini courses were developed to train elders primarily for employment or volunteer positions. The workshops developed were Elder Sitting, House Sitting, Demonstration Techniques and Interviewing for Jobs. The workshops involved from 3 to 10 people at a time and were conducted at the Eldercare Center with volunteer facilitators. The workshop outlines were developed by the facilitator/trainer and the Project Training Coordinator and Director. Experience and expertise were used as the criteria for the volunteer facilitator' selection. Each of the workshops were from 75 minutes to 150 minutes in length. A very informal discussion, question/answer, role playing or demonstration approach was utilized; some limited use of visual aides and handouts. Each of the students was evaluated subjectively at the end of the workshop by the facilitator in written and verbal form.

The mini courses developed were Mothers' Care Aide Program, Home Plant Care,

and the Small Appliance/Home Repair Program, and the Widow Support Training. Each mini course involved a minimum of six contact hours and a maximum of eight contact hours. The six hours were accomplished in 3/2 hour sessions one week or one session for 3 weeks or two/three hour sessions. The course outlines were developed by the Trainers and the Project Training Coordinator. The Home Plant Care and Small Appliance courses were taught in conjunction with the Cape Vocational Technical School utilizing their facilities and staff. The Mothers' Care course was taught in conjunction with the Cape Girardeau Childbirth Preparation classes. The VIVA (widow support) classes were taught in conjunction with the St. Francis Mental Health Center. Evaluations were done at the end of each mini course with written and verbal feedback on the progress of each student. The mini courses involved 3 to 8 students.

Several classes were developed involving a series of open-ended, regularly scheduled sessions on ceramics, knitting, square dancing and crocheting. The ceramics, knitting and crocheting were taught with the idea of developing skills that could produce income. The square dancing was generally for exercise. The teachers for all three classes involved elders who had indicated an interests in teaching. The enrollment varied from 3 to 25 and the sessions were about 60 minutes twice a week. The classes were held in the community near groups of elders.

The self-confidence discussion groups were also a type of on-going open-ended class involving 3 to 5 at one session and lasting 50 minutes one day each week for three weeks. The St. Francis Mental Health Center conducted these sessions at the Eldercare Center. (See Course Outlines)

Full time and Part-time Staff Members

(1) Staff Title: Training Coordinator

Time: Full time x 12 months

Qualifications: Prefer a person in retirement, good health education or psychology degree experience in curriculum development and skill assessment.

Justification: This is a key position in the staffing of the project. The job responsibilities clearly demand a full time position in terms of hours worked and responsibilities.

Task Outline.

(a) assist with application procedures and development (b) administer assessment evaluation (c) develop individual training program (time/skills needed etc.) (d) set up training environment and secure trainers (e) supervise training session on interview techniques, etc. (f) assist applicant with job selection or work position selection (g) review final evaluation forms and data on each applicant and decide if further or different training may be required and if so (h) redesign training program, implement, and evaluate.

(2) Staff Title:

Placement and Follow-Through assistant.

Time: Part-time 15 hours week/12 months.

Qualification: Prefer a retired or elder person, good health (able to drive-required to do on-site visits) ability to communicate and work with community businesses and services, experiences in job placement or personnel services desirable but not required.

Justification: This is a position which will be in the field working directly with placement and site evaluations. There is no way this position could be filled by the training coordinator.

Task Outline: (a) set up interview or visit to prospective work site. (b) arrange transportation if needed (c) do at least one on-site visit after a period time has elapsed after placement. (d) carry out employer evaluation and employee evaluation (e) make recommendation concerning need for further training or change of positions. (f) assist in locating positions and settings for work placement.

(3) Staff Title: Recruitment aid

Time: Part-time 10 hours week/12 months

Qualification: Prefer a retired person or elder in the community, good health, ability to talk to and stimulate groups.

Justification: Need a vivacious-outgoing speaker to help actively recruit elders for the project. The timeing of the presentations would make it difficult for the follow-through assistant to do this position in addition to other job responsibilities. Although actual presentation may be one hour, much more time involved in entire process.

Task Outline: (a) Disbursement of brochures (b) conduct presentations and talks at senior citizen program, retirement centers, etc. (c) assist in development of presentation (slide program) (d) line up presentation-dates and time, etc. (e) assist with radio spots for public information.

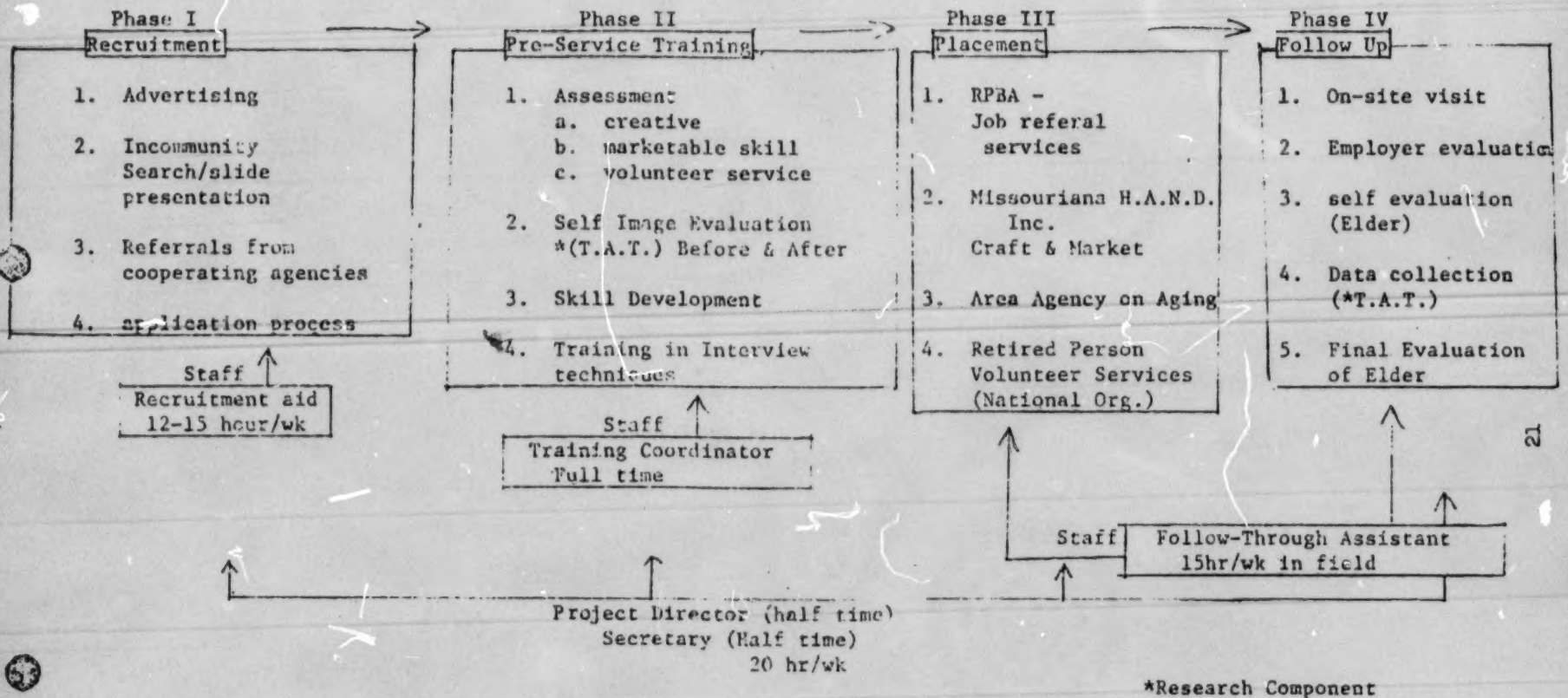
(4) Staff Title: Secretary

Time: Part-time 20 hour week/12 months

Qualifacations: Typical secretar l skills and ability to effectively communicate and work with elders.

Justification: A great deal of paper work will be involved in the processing of each applicant through the project as well as running the office/phone, etc. at least on a part-time basis to assist staff.

Work Again Project
Organizational Flow Chart



*Research Component

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Project No. 82-131/132-600-9(120-120A)

Date Completed June 30, 1982

WORK AGAIN PROJECT

Final Budget Report

Category	*Approved	Expended	Obligated	Remaining Funds
Personnel	28,900.00	28,900.00	-0-	-0-
Employee Benefits	2,440.00	2,587.49	-0-	-147.49
Travel	1,000.00	1,003.99	-0-	-3.99
Supplies & Materials	250.00	235.14	-0-	+14.86
Communications	625.00	610.60	-0-	+14.40
Services	785.00	658.76	-0-	+126.24
Other Costs	-0-	-0-	-0-	-0-
Total	34,000.00	33,995.98	-0-	+4.02

*amended April 1, 1982

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